



Pupil premium strategy statement – Hardingstone Academy

This statement details our school's use of pupil premium for the period of 2025-28 funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hardingstone Academy
Number of pupils in school	233 – including Nursery
Proportion (%) of pupil premium eligible pupils	40 children 17%
LAC	0 Service children 0 LAC 0 Post LAC
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	1st September 2025
Date on which it will be reviewed	1st September 2026
Statement authorised by	Mr Dan Lugg (Executive Head) Mrs Gill Glenn (Head of School)
Pupil premium lead	Mr Dan Lugg Mrs Gill Glenn
Governor / Trustee lead	Mr David Hood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,995

At Hardingstone Academy, we are a school which prides itself on its inclusive approach, high expectations and our supportive learning environment.

When creating our Pupil Premium Strategy, we recognise the importance of considering the context of the school and the subsequent challenges faced. We will use research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies and their value for money. As a result, our Pupil Premium strategy is driven by prioritising the ability of all our students to engage effectively and to enable our staff to personalise our broad and enriched curriculum to meet the vast array of pupils' academic, social and emotional needs. We recognise the common barriers to learning faced by our disadvantaged pupils, which can include weak language and communication skills, less support at home, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

At Hardingstone Academy, we are committed to investing in all initiatives we deem necessary to ensure that our disadvantaged and more vulnerable pupils flourish, gaining the knowledge, skills and behaviours to succeed in life due to the different experiences and opportunities we provide. Through our enriched curriculum we aim to ensure that the most disadvantaged achieve the best possible outcomes and know and remember more to gain the cultural capital to succeed in adult life.

As recognised by the EEF, we acknowledge that 'good teaching' is the most important tool schools have to improve outcomes for disadvantaged pupils' and we intend to focus heavily on developing quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

- Promote an ethos of attainment for all
- Individualised approach to address barriers
- High quality teaching
- Focus on outcomes for individuals
- Decisions based on data and respond to evidence.
- Clear, responsive leadership setting high aspirations and responsibility for raising attainment to all staff

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- For all disadvantaged pupils to have attendance of around national average of all students (96%).
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum and enrichment opportunities.
- To support our pupil's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support and pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Almost half (48%) of the disadvantaged pupils have SEND as well.
2	Many disadvantaged pupils have lower prior attainment and gaps in their learning.
3	15% of the children are within the specialist provision (Butterfly Meadow)
4	Approximately 15% of pupils speak English as an Additional Language.
5	Some of our most disadvantaged pupils are not always fully supported at home, with parents not ensuring that learning and attendance are as strong as they could be.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All PP pupils make good rates of progress and attain well including those with English as an Additional Language.	<ul style="list-style-type: none">• Pupils will be at or above National Standards for disadvantaged pupils.• School's targets for disadvantaged pupils as set out in the SIP are achieved in all year groups.• The gap between disadvantaged pupils and non-disadvantaged pupils diminishes.• Targeted interventions enable disadvantaged pupils make accelerated progress.
All disadvantaged pupils have opportunities and benefit from wider curriculum and enrichment.	<ul style="list-style-type: none">• School trackers show that disadvantaged pupils, in all year groups, engage with extra curriculum and enrichment activities.• Pupil interviews show disadvantaged pupils have made positive attitudes towards learning.• Parent feedback, gathered through focus groups, indicates satisfaction with opportunities provided.• Attendance rates of disadvantaged pupils show measurable improvement.

Teachers have good knowledge of needs of PP pupils and have the skills to address them.	<ul style="list-style-type: none"> • Due to support, coaching, CPD staff have the training to adapt • Targeted interventions are planned appropriately and tracked to monitor impact • ISPs are deployed effectively to support disadvantaged pupils • Teachers provide timely feedback in learning to help disadvantaged pupils make good progress. • Staff receive training to meet specific needs of disadvantaged pupils including SEND
Parents more effectively support their pupils learning and engagement in school life.	<ul style="list-style-type: none"> • Parental workshop events are well attended. • Parents better understand how to support their pupils • Parents understand the importance of high attendance • Attendance improves above national average for disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7650

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Staff receives support, training and coaching to improve high quality teaching.	£2,000	<ul style="list-style-type: none"> • Walkthrus evident in lessons • Coaching strategy showing positive impact on teaching practice • Consistent use of the Teaching and Learning Framework by all staff • EEF research findings applied to practice 	1, 2, 3, 4
Targeted interventions and focussed tracking of progress	£1,600	<ul style="list-style-type: none"> • Pupil Progress meetings • Edukey audits • ISP Training and implementation • Pupil Voice Feedback • Daily Books Looks • Data analysis and monitoring 	1, 3, 4

Staff receive training on pupils with multiple vulnerabilities	£1,400	<ul style="list-style-type: none"> Targeted support strategies for SEND & PP pupils evidenced. Intervention trackers on Edukey Training for staff 	1, 2, 3, 4
Staff training to support all classes providing a rich stimulation of language and vocabulary	£1,250	<ul style="list-style-type: none"> Oracy and EAL strategies evident in all lessons WalkThrus used deliberately to enhance vocabulary and language Widgets used to support all pupils Working walls embedded in all classrooms as a tool to support pupils 	
Staff training on where pupils have multiple vulnerabilities	£1,400	<ul style="list-style-type: none"> Adaptations and alterations made to ensure pupil progress Planning scrutinise, book looks, and pupil voice demonstrate that needs are being met 	

Targeted academic support (for example, support structured interventions)

Budgeted cost: £24,650

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
EAL strategy quickly identifies interventions needed for disadvantaged pupils with EAL	£3,900	<ul style="list-style-type: none"> Intervention trackers on Edukey EAL Baseline and progress assessments 	1, 2, 3,
Staff are trained in the use of <i>Chataway</i> , a structured programme of work designed to help children develop speaking skills, to support disadvantaged pupils especially those with EAL and SEN.	£1,500	<ul style="list-style-type: none"> Staff confidently identify pupils requiring the language programme. Staff are trained and implement the programme effectively, leading to accelerated progress in language development Pupil voice demonstrates increased confidence and improved use of language. 	

ISPs are used in class interventions to support pupils with multiple vulnerabilities.	£14,600	<ul style="list-style-type: none"> • ISPs are trained to identify the specific needs of pupils in order to adjust and amend work in class, ensuring they achieve. • Widgets and targeted resources are used effectively to support pupils with multiple vulnerabilities. • Images and flashcards are used alongside working walls to engage and support pupils. 	
Analysing and monitoring the attendance of disadvantaged pupils.	£4,650	<ul style="list-style-type: none"> • Attendance lead shares disadvantaged pupil attendance data with staff, comparing it against national benchmarks and non-disadvantaged pupils. • Attendance lead and HoS increase communication with teaching staff to identify reasons for absence and address barriers to attendance. • Attendance of disadvantaged pupils meets or exceeds national standards. • Meetings with parents of disadvantaged pupils by the class teacher and then attendance lead happens when attendance starts to become a concern. 	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,695

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Every disadvantaged pupil is provided with two pieces of uniform during the academic year.	£2,000	<ul style="list-style-type: none"> • School records confirm that all disadvantaged pupils receive at least one item of uniform each year. • Parent feedback highlights reduced financial pressure and increased support from the school. • Pupil voice reflects a sense of belonging and pride in wearing the school uniform. • Improved consistency in uniform standards across disadvantaged pupils is observed by staff. 	

Every disadvantaged pupil will receive financial support to access enrichment opportunities including 1 x curriculum trip	£4,890	<ul style="list-style-type: none"> Finance records confirm funding has been allocated to ensure disadvantaged pupils can access trips, clubs and enrichment activities. Participation data shows disadvantaged pupils engage in a wide range of enrichment opportunities at rates comparable to their peers. Parent feedback highlights appreciation for financial support enabling their children to access experiences otherwise unaffordable. Pupil voice reflects enjoyment and positive attitudes towards learning as a result of enrichment opportunities. 	
Safeguarding Lead/Attendance Lead works with vulnerable families. Development of ISP support worker role and completion of ELSA training by two members of staff to build the school's capacity to support disadvantaged pupils experiencing social, emotional, and mental health challenges	£9,905	<ul style="list-style-type: none"> Positive outcomes for disadvantaged and vulnerable families supported by the Safeguarding Lead/Attendance Lead/ISP Support Worker and ELSA trained staff. Records show increased parental engagement through meetings, workshops and targeted support sessions. Improved attendance and punctuality of pupils from families receiving support. Key staff complete ELSA training and implement the programme effectively. Staff confidently identify pupils requiring support. Staff develop and deliver individualised support programmes to meet the emotional needs of pupils in the settings. 	
Parent workshops are well attended by disadvantaged pupils' parents.	£900	<ul style="list-style-type: none"> Attendance registers show strong participation of disadvantaged pupils' parents at workshops. Parent feedback surveys and focus groups highlight the value and relevance of workshops. Increased parental engagement is evidenced through follow-up actions, such as improved home-school communication and support for learning at home. Staff observations note greater confidence among parents in supporting their children's learning. 	

Total budgeted cost: £49,995

Part B: Review of outcomes in the previous academic year 2024/25

Pupil premium strategy outcomes

Desired outcome	Chosen action/approach	Impact:
<p>Teaching</p> <p>All PP pupils make expected or better progress based on their starting points</p>	<p>Early assessments identify gaps in learning with termly targets set and reviewed for all Pupil Premium pupils so that early intervention can be added to support if needed, this will include catch up beyond the school (1, 2, 3, 4)</p>	<p>Termly learning conferences completed to engage parents and carers with their children's academic progress.</p> <p>Pupil Progress meetings identified all children not making expected progress and intervention plans put in place. Identified times for interventions during assembly. Pre and Post teaching interventions put in place. Quality first teaching within classroom targeted those not making expected progress. The use of NTS assessments has enabled gaps to be identified. This has resulted in the accurate identification of PP pupils to be part of catch-up interventions.</p> <p>Interventions have been completed within lessons, using a retrieval and cognitive load theory approaches, Pupils are able to know and remember more and the Rosenshine Principles and Teaching and Learning Framework has supported this.</p> <p>All year groups in line or above national average for PP in reading and maths, with the exception of Year 3 where the % expected for PP was below national average.</p> <p>Premium pupils in all year groups have made progress in relation to writing targets, however in all year groups the percentage of pupil premium pupils at expected is lower than the national averages. Writing is an area to focus on next academic year for all pupils and</p>

		<p>especially for those pupils who are Pupil Premium.</p> <p>The curriculum is adapted for disadvantaged pupils so that children make progress from their starting points and in relation to their targets.</p>
	<p>Pupil premium pupils' targets are aspirational pupil and pupil premium documentation has a clear focus for these pupils; all actions and interventions, along with impact discussed. (1,2)</p>	<p>The inclusion of PP pupils on pupil progress sheets has enabled there to be a more explicit dialogue based on these pupils' progress when teachers are meeting with Senior leadership at termly pupil progress meetings. This enables teachers to monitor the progress of these groups of pupils more closely. This also enables teachers to provide in class interventions to ensure that pupils catch up. Where there are concerns, teachers are quick to identify and address these. During Pupil Progress meetings, teachers are challenged by senior leaders to ensure that the needs of all pupils are being met and progress is being made. Aspirational targets are set for all pupils.</p>
	<p>Ensure quality of feedback for all PP children is purposeful and progressive and move learning forward (1, 4))</p>	<p>Live marking in classroom enabled purposeful and timely feedback. Feedback provided is addressing next steps in learning. This is becoming evident in wider curriculum books. There is now increased evidence of addressing of fundamentals when teachers are providing feedback.</p>
	<p>Staff training programmes and support with provision for PP pupils (1, 2, 3, 4)</p>	<p>Staff have been provided with training through the National College and through weekly staff meetings.</p> <p>Staff are beginning to ensure the most disadvantaged pupils are remembering what has been taught. This is evident in pupils' books and subject leaders' monitoring evidence and we are beginning to see that these pupils know and remember across all curriculum areas.</p>

		<p>Some staff have also had access to a coach to enable them to have focused support and challenge when working on a particular skill within the classroom setting.</p> <p>Improving knowledge and understanding of the Teaching and Learning Framework and Walkthrus have led to increased use of retrieval practice across different curriculum areas, enabling pupils to remember more.</p>
	<p>Ensure all classes provide a rich stimulation and provision of language/vocabulary stimuli (1, 2)</p>	<p>Visual timetable and prompts in place in all classrooms.</p> <p>Classes are now accessing widget to ensure that key vocabulary is accessible to all pupils, particularly those with EAL or SEND and this has supported the further use of knowledge organisers for these pupils, enabling them to use retrieval in order to know and remember more.</p> <p>In some classes, staff are producing widgets in lessons to enable personalised support to be provided and adjusted to individual need.</p> <p>The English curriculum is based on high quality age-appropriate texts which challenge pupils and expose them to adventurous vocabulary choices.</p> <p>Key words and/or Rocket words are used and referred to routinely in lessons throughout the school. Displays focus on these key words to support their use within the classroom.</p>
	<p>Inform teachers and support staff which pupils are disadvantaged, including those who share multi-vulnerabilities. (4, 5)</p>	<p>All teachers now have a secure awareness of the pupils who have multiple vulnerabilities. This has enabled them to adapt the provision accordingly so that these pupils can access the curriculum content; All</p>

		teaching staff have access and input into intervention plans and IEPs for those with additional needs. TA folders maintained.
Desired outcome	Chosen action/approach	Impact:
Targeted academic support To address where pupils are when they return in September, identify gaps in learning and plan and deliver appropriate interventions, ensuring that pupils are targeted who are not on track.	Identified pupils, particularly those who have fallen furthest behind are provided with additional support and structured interventions to help them to fill gaps in learning. This can be delivered 1:1 and/or in small groups. This may also be incorporated as part of lessons. (1, 2, 3, 4)	Most PP pupils have made at least expected progress from their individual starting points across Reading, Writing and Maths. Where some pupils may not have moved from W to Exp and Exp to GD, there is evidence in books that these pupils have made progress within each of these bands. Marking, especially live marking has focused on handwriting and the correction of basic skills to enable pupils to start recognising and correcting these errors independently. This focus needs to continue across all year groups and all teachers during the next academic year 2025 to 2026.
	Early assessments identify gaps in learning with termly targets set and reviewed for all Pupil Premium pupils so that early intervention can be added to support if needed, this will include catch up beyond the school (1, 2, 3, 4)	The use of NTS, NMM and other assessment data is used to inform targets, and these were reviewed termly. Teachers made adaptations to intervention groups and tutor groups to support pupils where needed.
Teachers know and understand how vulnerabilities influence pupils' learning and can, as a result, plan and deliver teaching and learning, which minimises negative impact and enhances accelerated learning.	Parent workshops/online clips to raise understanding of how to support pupils in all areas of the curriculum Parental courses to develop parental skills. Use Arbor for contact with parents to improve communications. Use social media (Twitter, Facebook) and the school's newsletter to inform parents of forthcoming workshops.	Parents have a clear understanding of what their child is learning, their areas of strength and areas of development. This information is then used to support pupils at home. Letters sent home where pupils are not completing home learning has helped to improve completion. There has been positive engagement by parents and carers at termly learning conferences, including for parents and carers of disadvantaged pupils.

	Monitoring closely those parents are not engaging and be creative in overcoming barriers (5)	
	Family support given, attendance monitoring and support, including rewards for pupils and families and working with other outside professionals e.g. EHA. (5, 6)	<p>Attendance for some persistent absentees has improved. Pupils and families' attitudes have improved towards school and their learning, leading to better outcomes for pupils. This includes those pupils on safeguarding plans.</p> <p>The attendance of Pupil Premium children is above national average. Where there are concerns about attendance, swift action is taken by the attendance lead and parents/carers engaged with at the earliest opportunity. The vital role of the class teacher in supporting the attendance of disadvantaged pupils is additionally being strengthened by ensuring that they are in contact with parents/carers.</p>
	<p>Highlight targeted children and offer parents daily breakfast support and care. <i>(Identify pupils with the greatest need)</i></p> <p>Introduce children to healthy options and self-sufficiency. Social skills are developed through interaction with a variety of ages, games and conversations. (2)</p>	<p>Those pupils who have attended breakfast and after school club have had a settled start and end to the day, thus resulting in improved attitudes towards their learning. This strategy has also enabled us to monitor these pupils being in school on time. Some PP pupils are offered breakfast club attendance as a means of ensuring they are present in school. This initiative has worked well for most of these families.</p>
100% attendance at Termly Learning Conferences, IEP meetings, and any safeguarding meetings. To also show positive engagement in other activities during the year.	<p>Analysing and monitoring attendance and lateness weekly of all pupils. Attendance letters sent to parents where pupils attendance is below 96%. Daily phone calls home for all absent children. Meetings with parents where attendance is a concern and support is</p>	<p>Letters are sent to parents where their child has fallen below the national average for attendance.</p> <p>Parenting contracts are also in place where needed. Home visits have also helped to ensure that the attendance of PP pupils is positive.</p> <p>Staff are aware of those pupils whose absence is below the national average</p>

	offered through engagement with outside agencies. (2)	and they have been proactive in engaging with parents and therefore improving attendance of some pupils. All parents attend TLC or are followed up to achieve 100% attendance.
	The SENCO is proactive in monitoring the progress of these pupils and supporting and advising teachers on appropriate strategies and intervention to use. (1, 2, 3, 4)	All pupils identified have made expected progress in line with their own starting points, and individual targets which have been set by the class teacher alongside the SENCO. The Senco has supported during lessons, and this has helped to improve the adaptation of the curriculum for those pupils requiring this. Early identification has ensured that interventions are in place sooner. Those pupils who need additional support have been provided with scaffolds and models to achieve ambitious outcomes. There is targeted intervention to support pupils to progress well through the RWInc programme.
Desired outcome	Chosen action/approach	Impact:
To identify the interests of all PP pupils so that appropriate enrichment opportunities are provided, contributing to improving mental health and wellbeing, resulting in pupils developing and maintaining positive learning behaviours.	Develop strategies to support identified individuals to include providing a nurturing environment/sense of purpose for our most vulnerable children. Staff will model positive relationships with an emphasis on the development of language, communication and social skills. (2, 3)	Children who are attending nurture sessions have developed regulation strategies to aid learning. Relationships with external agencies have been further strengthened. This has enabled positive signposting for parents and provide an accurate support network. Interventions and additional clubs have supported pupils' mental health and have contributed towards improved attitudes towards school and their learning.
	Develop strategies to support identified individuals to include providing a nurturing environment/sense of purpose for our most vulnerable children.	Improved attitudes to learning for all pupils, enabling them to feel safe, secure and valued. This can be evidenced in the outcomes of all PP pupils, and in discussion with them.

	Staff will model positive relationships with an emphasis on the development of language, communication and social skills. (2, 3)	
	Through nurture interventions pupils are able to self-regulate in order to use strategies that enable them to access all curriculum content. (2, 4)	<p>Improved attitudes to learning have enabled pupils to access the curriculum better. There have been improvements seen in the following areas:</p> <ul style="list-style-type: none"> • Confidence • Self-esteem • Communication and support <p>The use of the Walkthrus have provided teachers with ways in which to ensure that PP pupils can access the curriculum. This includes the use of scaffolding and modelling. Instructional coaching and the support this provides is starting to improve and focus teaching and learning</p>
	<p>Monitor PP pupils' attendance and follow up quickly on absences. First day response provision.</p> <p>Provision of early start breakfast club (2, 4, 5)</p>	<p>Pupil Premium attendance 92.65% compared to whole school attendance of 95.19%. Pupil Premium attendance in line with national average.</p> <p>Pupil Premium attendance impacted by ongoing medical condition resulting in attendance of 85% by one pupil. Another PP pupil was new to school and difficult to engage with. He had ongoing attendance issues at his last school His attendance was 78.7%</p>
	<ul style="list-style-type: none"> • School Trips and visitors • PTA events, e.g. mufti days, discos, movie nights • After School Clubs • Music lessons (Rocksteady) • PE opportunities • Breakfast club • Lunch time clubs (2, 4)	<p>A range of enrichment activities have ensured that pupils remain engaged with school and their learning, with pupils accessing activities specific to their needs.</p> <p>Monitoring of activities accessed by Pupil Premium pupils. Those who had not received any funding for residential, trips and clubs approached directly to identify interests and relevant activities suggested. All Pupil Premium children had same access to</p>

		<p>enrichment opportunities in school and after school clubs as non-Pupil Premium pupils. All Pupil Premium pupils had a fully or partly funded enrichment opportunity (club and/or trip/residential).</p> <p>All pupils who have participated have demonstrated an improved attitude towards school and their learning, with some pupils demonstrating improved confidence and self-esteem, impacting on positive outcomes.</p>	
	Playleaders to be trained by BH and used to support younger pupils during break and lunch time, including indoor play (PP pupils trained)	Play Leaders active with children at break and lunch times. Pupils are engaged during unstructured times, ensuring less wasted learning time. Reduction in number of behaviour incidents at break and lunch times through the year. Positive relationships developed between older and younger pupils, providing younger pupils with positive role models. Year 6 playleaders have developed leadership skills. Playleaders have developed resilience and self-confidence through developing their leadership skills. This is evident in their organisation of games and setting up of equipment.	
	All	Pupil Premium	Non-Pupil Premium
Attendance	95.19%	92.65%	
EYFS Good Level of Development	79%	50% (2 of 4 PP)	84%
Y1 Phonics Screening Check	89%	50% (1 of 2 PP)	94%
Y2 Phonics Screening Check	88%	67% (2 of 3 PP)	90%
Y6 Reading	64%	17% (1 of 6 PP)	73%
Y6 Writing	75%	33% (2 of 6 PP)	83%
Y6 Maths	72%	50% (3 of 6 PP)	77%
Y6 SPAG	64%	33% (2 of 6PP)	70%
Y6 RWM	56%	17% (1 of 6 PP)	63%